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ABSTRACT

Using findings from national effective schooling research, the monograph describes tested administrative practices which are effective in enhancing the achievement of elementary-aged Indian students. The monograph is organized into 17 issues which commonly confront school administrators on or near Indian reservations. For each issue, steps are offered for their systematic resolution, check lists provided, and references cited. Issues addressed are: (1) identifying effective school practices; (2) becoming an effective leader; (3) establishing school improvement processes; (4) identifying processes to refine school goals, policies, and procedures; (5) involving staff in implementing school goals and policies; (6) ensuring that high expectations for student achievement are maintained; (7) ensuring that staff members meet specified performance standards; (8) choosing incentives/rewards to promote excellence in behavior and achievement; (9) choosing incentives/rewards to promote excellence in teaching; (10) ensuring that school time is used for learning; (11) ensuring that students/staff understand and follow acceptable behavior standards; (12) ensuring that disciplinary action is executed uniformly, fairly, and quickly; (13) minimizing suspensions, expulsions, absenteeism, and tardiness; (14) ensuring that curriculum objectives, resources, and strategies meet student needs; (15) involving parents in schooling; (16) ascertaining and using community perceptions of the school; and (17) informing the public of school progress. (NEC)

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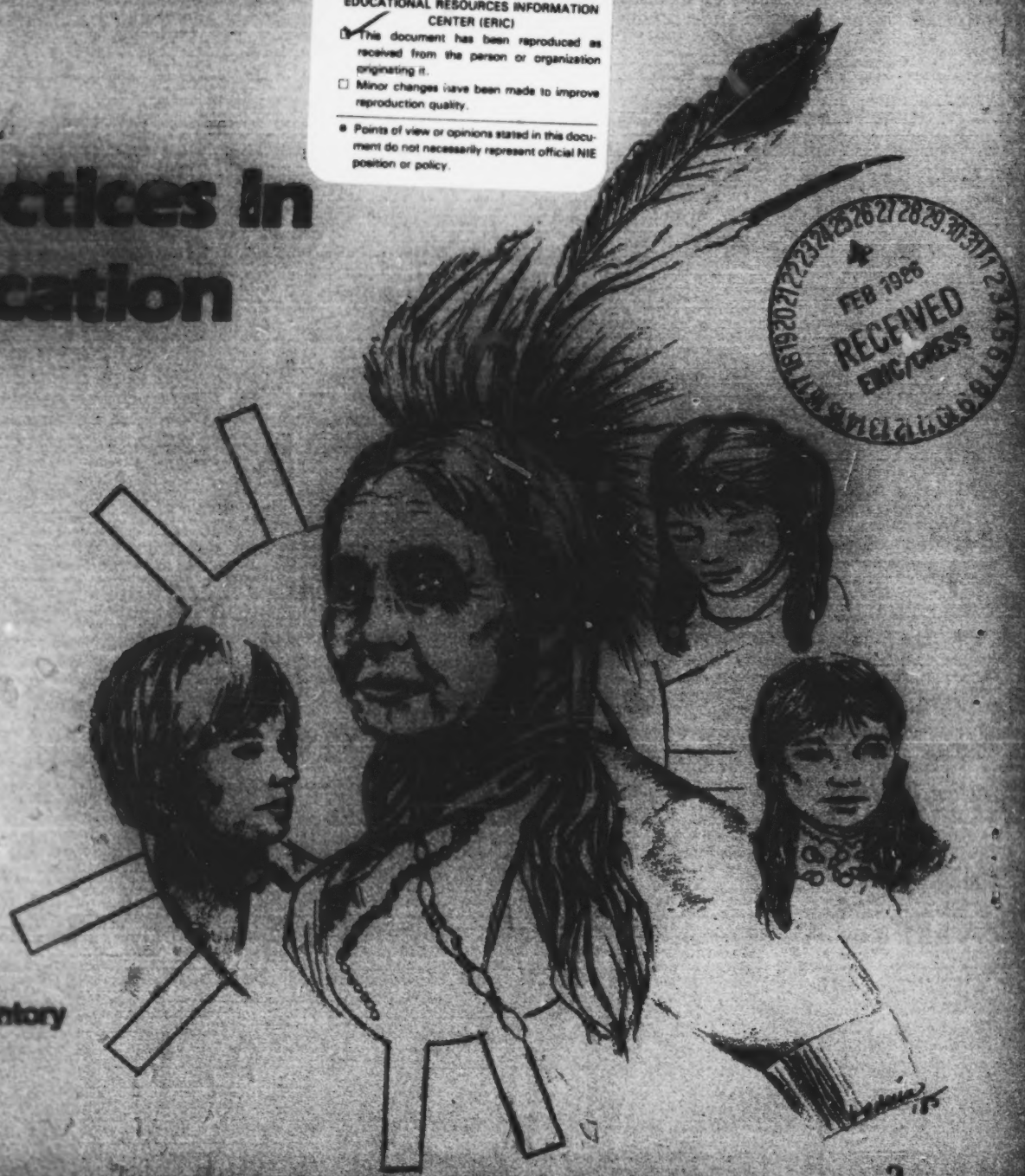

Northwest Regional Educational Laboratory

Research and Development Program for Indian Education

A MONOGRAPH ON EFFECTIVE ADMINISTRATION PRACTICES IN INDIAN EDUCATION

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OVERVIEW

EFFECTIVE PRACTICES IN INDIAN EDUCATION

Indian education has made tremendous progress within the past fifteen years. Hundreds of Indians have become educators, curriculum has been developed, tribal schools have been in operation, a network of community colleges has been established, new research findings have been presented -- all as a result of a concentrated effort by educators to find solutions to the enormous problems of Indian education.

Yet, much needs to be accomplished. Far too many of our youth are not gaining an equitable education which would prepare them to become productive citizens within the Indian community or outside the Indian community. Little has been done to assist the adminstrators and teachers of the schools serving Indian students. The solutions must come from those who understand the problems best -- the Indian educators themselves.

The Indian student has been thoroughly studied, and findings have been well-documented. However, the school system, including personnel, has not had much attention. The three monographs within the "Effective Practices in Indian Education" series are the first attempt to provide the means for bringing about some positive educational changes. The monographs will assist those educators who wish to foster such changes. Titles of the three monographs are: EFFECTIVE PRACTICES IN INDIAN EDUCATION: A TEACHER'S MONOGRAPH," "A MONOGRAPH FOR USING AND DEVELOPING CULTURALLY APPROPRIATE CURRICULUM FOR AMERICAN INDIAN STUDENTS," and "A MONOGRAPH ON EFFECTIVE SCHOOL ADMINISTRATION PRACTICES IN INDIAN EDUCATION."

At one time, researchers and practitioners assumed that gathering enough information would result in an easy way to educate Indian children. We discovered, however, that Indian education is very complex, that "effective schooling" (a compendium of teacher practices which research has shown to be effective in raising the achievement of students in general) also applies to Indian education. We find that differences appear in how effective Indian education is achieved.

A major focus of the scope of work of the Research and Development for Indian Education Program (RDIEP) for the 1982-84 contract period was the identification and dissemination of effective strategies for working with Indian students and communities. We have devoted a great deal of attention to identifying educational practices which the research literature demonstrated to be positively linked to school achievement. This research clearly showed that instructional, curricular and administrative practices do exist which can improve students' academic progress. Although much of this research base involved urban minority and suburban nonminority populations, it was still felt that the findings had important ramifications for the Indian student in the rural, reservation school.

The purpose of the work undertaken by the RDIEP was twofold. First, the national effective schooling research findings were reviewed to determine their relevance to Indian Education. Second, the national effective schooling research findings were translated into specific strategies and activities which could be utilized by educators. Specifically, how could the effective schooling practices be applied in schools with substantial Indian populations? The work was intended to result in practitioner information which would be published in user's guides for teachers, curriculum specialists and administrators. These documents will serve as a free-standing practitioner's guide to the implementation of effective schooling practices in Indian communities.

These monographs are by no means a panacea. They are a result of an expressed need in Indian education. In our search for effective practices, it became apparent that a team approach is the best way to effect changes within a school. Effective education requires a schoolwide plan and schoolwide support if any success is to be realized; thus, activities in our pilot sites were carried out with schoolwide involvement.

To test the soundness of the documents as training guides, testing the specific practices in actual school settings was undertaken in 1983-1985 with five schools in the Northwest using the documents as training materials and procedures for the delivery of instruction. The training of schoolwide leadership teams in each of the three areas--teaching, administration and curriculum adaptation--began with a five-day training session, and then several one or two-day follow-up sessions devoted to staffwide training and monitoring. The training sessions were based upon the monographs which were then revised, taking into account practitioner recommendations. The present documents are the result of this effort.

Some of the information in the monographs may be "old hat" to many educators. Some widely known educational truths have been included to emphasize those common practices which have always been necessary for successful student outcomes. The monographs contain much information which applies directly to Indian students, yet is successful only in conjunction with generally accepted practices which are effective with all schools. The authors have drawn from the work of many other educators and researchers, resulting in a truly eclectic prescription.

We have had to take a critical look at some of the beliefs that Indian educators have been adhering to over the years. In some cases, those responsible for Indian education have been ignoring the obvious. Some of these beliefs, which we refer to as myths, have impeded the progress of Indian education. Some of these myths are:

o Indian parents support education.

> In reality, Indian parents are generally interested in their child getting an education, but do not support education on a participatory basis. This is why there is so much emphasis in the monographs on involving parents in the educative process.

- Indian teachers are automatically better teachers of Indians than non-Indian teachers.

  This notion does not hold true. Many of the teachers identified by research as successful are non-Indian. However, Indians have great potential to become successful teachers, because they have the cultural knowledge.

- If we present the issues of Indian education to the schools it then becomes their problem to solve.

  This hasn't worked particularly well so far. We must provide answers as well as information about issues.

- Indian students are not "disciplined" at home.

  The Indian student is generally taught to be more self-accountable; discipline tends to be handled differently in Indian cultures, but is very much in evidence.

- Indian students should not be given homework.

  Inadequate resource materials, insufficient tutoring and a host of other excuses may be offered, but in order to build good study habits and help extend the schooling into the home, homework is necessary.

- Indian students have to be eased into mainstream education.

  This is true to some extent. However, Indian educators must not try to remedy cultural conflict by watering down classes or by lowering expectations of Indian children, as has often been done in the past. These practices hinder students' progress.

Indian educators have traditionally accepted Indian traits and values as valid. A typical listing includes reverence for nature; respect for elders; giving and sharing; being nonmaterialistic, noncompetitive, group oriented, Indian time oriented and many others. It is now becoming apparent to Indian educators that these and other values attributed to Indians are often automatically glorified without really being understood. Moreover, some typical Indian values and behaviors are quite negative, and these are rarely discussed. For example, the traits of jealously, vengeance and face saving are very prominent in Indian culture and govern a great deal of Indian behavior, much to the detriment of Indians as a people. All these cultural elements have been taken into account and dealt with in the monographs.

Taking all these factors into consideration, attending to the research and bringing all identified techniques into alignment with effective education practices has been a challenge to the staff of the Research and Development Program for Indian Education. We trust that our efforts will have a major positive impact upon the education of Indian children.

Joe Coburn

PREFACE

A MONOGRAPH ON EFFECTIVE SCHOOL ADMINISTRATION PRACTICES IN INDIAN EDUCATION

The Research and Development Program for Indian Education recently reviewed the national effective schooling research to determine its relevance to Indian education. Administrative practices have been identified in the effective schooling research literature which have demonstrated a positive link between specific practices and student achievement. The administrative practices have primarily dealt with instructional leadership, curriculum alignment, parent involvement, personnel supervision, student expectations and assessment.

These effective schooling practices have been further analyzed by administrators in Northwest schools who have been identified by Indian communities as being successful with Indian students. This monograph provides a compilation of these practitioner comments and suggestions. The monograph represents a concensus among researchers and practitioners of Indians and non-Indians alike.

There are a variety of socio-cultural factors which have contributed to the failure of Indian students in school (and, therefore, our failure as educators). However, the focus of this monograph is limited to administrative practices dealing with the involvement of staff and community in setting, implementing and achieving school goals. There are obviously other issues, such as school finance, which are of concern to school administrators. However, the monograph addresses only those areas identified by our research as contributing to student achievement, especially Indian students'.

Much of this monograph addresses general school administrative issues, rather than providing simple solutions to "Indian problems." It describes administrative practices which are effective with schools in general and Indian schools in particular. Our research shows that there are no simple solutions to the problems. It's no surprise that good administrators generally share common characteristics and practices regardless of the setting.

The purpose of this monograph is more than to simply put a feather in the effective schooling research and call it Indian education! There are some practices unique to the Indian community setting. Some of these practices deal with the relationship which must be maintained between the school and any intact, viable ethnic community. These practices relate to the special cultural norms and social structure of an Indian community. Other practices are concerned with eliminating the barriers between home and school created in past generations. Finally, some practices deal with emphasizing the uniquely American cultural contributions of Indian people. Each of these practices will help to enhance the achievement of Indian and non-Indian students alike. They should also help to make an administrator's job more productive and satisfying, but not necessarily easier.

The monograph is organized into seventeen issues which commonly confront the elementary school administrator on or near an Indian reservation. For each issue, steps are offered for their systematic resolution. Many of the steps will be familiar. Don't be offended, a little review won't hurt. Some practices may not seem appropriate for every setting. Administrators are advised to pick and choose those methods with which they feel the most comfortable and confident. There are skills and attitudes suggested by the research and practitioners which we encourage administrators acquire:

- Effective principals make concerted, long-term committment to improved academic achievement among all students. High expectations are clearly communicated to students, staff and the community.

- Effective principals are instructionally-oriented. Their relationship with students, staff and the community places quality education at the forefront. Their orientation is not facilities; it's not fiscal control; it's improving the ratio between teaching and learning; effective administrators refine the curriculum and provide feedback on student performance.

- Effective principals have a credible relationship with the Indian community. The administrator respects and is respected by tribal members. The principal is visible in the Indian community.

- Effective principals promote culturally appropriate instruction defined by the local community. Stereotypic and bigoted behavior is not tolerated in the school. Cultural curriculum is integrated into the core instructional program.

Issue	Resolution
1. What are effective schooling practices?	The effective schooling research identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior. These "effective schooling practices" include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management; firm consistent discipline; close monitoring of student performance and strong instructional leadership. The school is more than a collection of people, subjects and grade levels. The qualities of a school as a whole can either enhance or detract from the classroom learning environment. Strong instructional leadership and a central focus on learning and achievement are all important in pursuing instructional effectiveness. The elements of Effective School Characteristics and Practices as outlined by Northwest Regional Educational Laboratory, 1985 are: 1. Everyone Emphasizes the Importance of Learning o All staff have high expectations for student achievement. Expectations are for all students; all students are expected to work hard toward the attainment of priority learning goals. o Everyone accepts that school is a place for learning. 2. Strong Leadership Guides the Instructional Program o Instructional leaders portray learning as the most important reason for being in school; public speeches and writings emphasize the importance and value of high achievement. o The leader has a clear understanding of the school's mission and is able to state it in direct, concrete terms. The building leadership believes that all students can learn and that the school makes the difference between success and failure.

1. What are effective schooling practices? (cont.)

- Building leaders know and can apply teaching and learning principles; they know research, legitimize it and foster its use in problem solving.
- Leaders set expectations for curriculum quality. Alignment is checked and improved; priorities are established within the curriculum; curriculum implementation is monitored.
- Learning time is protected from disruption. Time use priorities are established, widely communicated and enforced.
- A safe, orderly school environment is established and maintained.
- Instructional leaders check student progress frequently.
- Leaders set up systems of incentives and rewards.
- Resources needed to ensure the effectiveness of instructional programs are acquired; resources are sought from many sources, including the community.
- School leaders establish standard procedures which guide parent involvement. There is frequent two-way communication with parents.
- Instructional leaders expect all staff to meet high instructional standards. Staff development opportunities are secured and monitored.
- Improvement strategies are organized and systematic; they are given high priority and visibility; implementation of new practices is carefully monitored; staff are supported.

1. What are effective schooling practices? (cont.)

- o Leaders involve staff and others in planning implementation strategies. They set and enforce expectations for participation; commitments are made and followed through.

3. The Curriculum is Based on Clear Goals and Objectives

   - o Learning goals and objectives are clearly defined and displayed.

   - o Clear relationships among learning goals, instructional activities and student assessments are established and written down.

4. Students are Grouped to Promote Effective Instruction

   - o In required subjects and courses, students are placed in heterogenous groups.

   - o Instructional aides and classroom grouping techniques are used to help keep the adult/student ratio low, especially during instruction aimed at priority objectives.

5. School Time is Used for Learning

   - o School events are scheduled to avoid disruption of learning time. Everyone understands time-use priorities.

   - o Time use allocations are established among subjects taught; time use guidelines are followed by staff.

   - o The school calendar is organized to provide maximum learning time.

   - o Classes and other activities start and end on time.

1. What are effective schooling practices? (cont.)

- o Student pullouts from regular classes are minimized.

6. Learning Progress is Monitored Closely

- o Test results, grade reports, attendance records and other methods are used to spot potential problems. Changes are made in instructional programs and school procedures to meet identified needs.
- o Summaries of student performance are shared with all staff who then assist in developing action alternatives.
- o Assessments are coordinated; district, school, and classroom efforts work together; duplication of effort is minimal. Assessments match learning objectives.
- o Staff follow simple routines for collecting, summarizing and reporting student achievement information; results are related to learning objectives.

7. Discipline is Firm and Consistent

- o A written code of conduct specifies acceptable student behavior, discipline procedures and consequences; students, parents and staff know the code; students and staff receive initial training and periodic reviews of key features.
- o Discipline procedures are routine and quick to administer.
- o Follow-up and action for absenteeism and tardiness normally occur within a day.
- o Students are told why they are being disciplined, in terms of the code of conduct.

1. What are effective schooling practices? (cont.)

- o Discipline is administered in a neutral, matter-of-fact way; the disciplinarian focuses on the student's behavior, not on personality.
- o Out-of-school suspensions or expulsions are minimal.

8. There are High Expectations for Quality Instruction

- o All staff believe that students can learn regardless of their ability level.
- o Supervision and evaluation procedures are written.
- o Staff development opportunities are provided; emphasis is on skill building; content addresses key instructional issues and priorities.

9. Incentives and Rewards are Used to Build Strong Motivation

- o Excellence in achievement and behavior is recognized. Requirements for awards are clear.
- o Awards are set at several different levels of performance, providing all students with opportunities for success and recognition. Some rewards are made publicly.
- o Incentives and rewards are appropriate to student developmental levels, are meaningful to recipients and are structured to build persistence of effort and intrinsic motivation.
- o Teaching excellence is recognized. All staff have the opportunity to work for rewards, according to objective, explicit criteria and standards; student achievement is an important success criterion.

1. What are effective schooling practices? (cont.)

10. Parents are Invited to Become Involved

- o Parents have various options for becoming involved in schooling.
- o Procedures for involvement are clearly communicated to parents and used consistently.
- o Staff members provide parents with information and techniques for helping students learn (e.g., training sessions, handbooks).

11. Teachers and Administrators Continually Strive to Improve Instructional Effectiveness

- o Throughout the school there is an ongoing concern for improving instructional effectiveness.
- o School improvements are directed at clearly-defined student achievement and/or social behavior problems.
- o Priority goals for improvement are set which give focus to planning and implementation.
- o The full staff is involved in planning for implementation; specific recommendations and guidelines provide the detail needed for implementation.
- o Implementation is checked carefully and frequently; progress is noted and publicized; activities are modified as necessary to make things work better.
- o Resources are set aside to support improvement activities.

1. What are effective schooling practices? (cont.)

- o School improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected; successes and new goals are reported.

12. There are Pleasant Conditions for Learning

- o Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.

Review Checklist:

Effective schooling practices are understood by all staff.

The building leader believes that the school makes the difference between success and failure.

All staff have high expectations for student achievement.

Curriculum objectives are clear and concise.

Provisions are made for a safe, orderly school environment.

Discipline is firm and consistent.

References:

"School Characteristics and Practices", in Effective Schooling Practices: A Research Synthesis, Northwest Regional Educatonal Laboratory, Goal Based Education Program, Portland, Oregon, 1985.

2. How can the principal be an effective leader?

The principal has re-emerged in research and other educational writings as a key element in school effectiveness. Wayson (in Erickson and Reller, 1979) defines leadership as any act that helps a group or organization reach it's goals and indicates that one can be at once a good administrator and a good leader.

Zigarmi (1981) maintains that there is no normative (best) style of leadership and says that "successful leaders are those who can adapt their behavior to the needs of their followers and the situation." He emphasizes that leader behavior should not be thought of as a one-dimensional continuum (autocratic or democratic).

> In 1980, Dr. Alonzo Crim, Atlanta's school superintendent, went way out on a limb and emphatically stated that Atlanta's public school students would score at or above the national norm on achievement tests by 1985. This goal was reached by 1983 and improvements are still being made by students who believe in themselves because their teachers and administrators believe in them.
>
> Winning, like losing, is contagious - but winning is a lot more fun. It all started with one person, a leader, a superintendent, who not only said "we can do it," but personally committed himself to this challenge. The total system therefore benefited, again reinforcing the belief that one person actually can make a difference.
>
> It has been proven in business that great things could be accomplished if people were not preoccupied with who gets the credit. There is ample evidence that this rationale is sound, sensible, and profitable for everyone involved.
>
> The principal or leader who recognizes this, and whose behavior reflects this belief, can create an environment where the glory of success is shared and savored by the total school organization without in any way diminishing the recognition coming to certain key team leaders or participants. Again, everyone is successful.
>
> Conversely, when things go awry, and one may be certain they will on occasion, failure is not viewed as a time for blame-allocation or scapegoating, but rather an opportunity to learn, regroup, and move on, (Mescon and Mescon, 1985).

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2. How can the principal be an effective leader? (cont.)

The qualities most often identified as indicators of effective educational leadership behaviors are:

- o takes initiative
- o uses a decision-making process which involves input from those affected by the decision
- o demonstrates consideration for those with whom s/he works
- o communicates openly and encourages others to do so
- o establishes and maintains well-defined structures
- o uses a logical, clear problem-solving process
- o demonstrates and communicates high expectations for self and others

Duke, 1982 has identified from research that there are at least six factors that can contribute to instructional effectiveness.

1. competent teachers
2. adequate time for direct instruction
3. an orderly learning environment
4. adequate instructional resources
5. communication of high expectations
6. continuous monitoring of progress

Duke 1982 states that these factors provide a sufficient basis for looking at relevant principal leadership functions which are:

- o staff development
- o instructional support
- o resource acquisition and allocation
- o quality control
- o coordination
- o troubleshooting

2. How can the principal be an effective leader.

When we combine the indicators of effective educational leadership, the factors of instructional effectiveness and the principal leadership functions, we should have a picture of an effective principal.

Staff Development

The principal is the initiator of a series of linked events that can bring about positive change. Principals must use their initiative and actively recruit teachers from undergraduate and graduate programs, other occupations and other schools in order to obtain the best available teachers. Principals must let prospective applicants know that their skills in teaching will be appreciated and reinforced for working in an Indian population. Teachers need to know that they will be given inservice pertaining to the Indian community in which they will be working (See Part One - What Every Teacher Teaching Indian Children Should Know-Teacher's Monograph, 1985).

Once a faculty has been built, it needs to be maintained. Teachers lose touch with new educational developments as well as their own skills when faced with culture shock and isolation. One of the principals most critical leadership functions is to provide an active program of inservice activities on a continuing basis. Teachers should be actively involved in planning and presenting inservice activities. Provisions and funds should be made available not only for consultants to come to the school to provide training, but more importantly, for staff members to attend conferences and workshops on a state or national level to cut down on burnout and depressed feelings. Teachers are more likely to implement new ideas, be more enthusiastic, increase their competencies and be more dedicated if they are involved in the decision making process of staff development.

Staff Support

The principal needs to be a strong supporter of instructional endeavors which include time management, record keeping, classroom management, school climate and other factors which affect the learning environment. Principals must protect teachers from classroom pullouts and interruptions (loud speaker announcements) which reduce learning

2. How can the principal be an effective leader? (cont.)

time for the students. The principal must also take into consideration that excessive paper work is a deterrent to effective teaching practices as it takes away from teacher preparation time and direct instruction time.

Student attendance, keeping parents informed, and maintaining systematic management plans are other concerns that the principal needs to deal with. Student absenteeism pulls the teacher away from direct instruction time as teachers must take time to help students catch up (See Issue #13).

The principal needs to provide an orderly school environment, one in which the student experiences acceptance by others and consequently greater acceptance of self. The establishment of self-approval is the strongest kind of control, (Dreikurs, Grunwald and Pepper, 1982). The principal can see that school rules are the combined efforts of school personnel, parents and students and are published in a school handbook form. Consequences for non-compliance are specified and enforced (See Issue #11 and #12).

Resource Acquisition and Allocation

Principals need to be able to secure adequate learning materials, appropriate facilities, and skilled support as these are the essentials of an effective instructional program. Principals need to keep close ties with the higher administrative personnel and the school board to learn the availability of supplies and resources. The principal must know the "ins and outs" of the budgeting process and be actively involved in developing the budget for the local school. Some principals involve heads of departments and/or teachers in the budgeting process. This sharing of the budget process with building staff members usually pays off, especially when budgets become tight and resources are low.

2. How can the principal be an effective leader? (cont.)

Quality Control

Effective principals utilize evaluation, supervision, rewards and sanctions as a type of control structure to assure that objectives are met. Principals must be ever aware that communication of high expectations to students is vital and that high expectations of staff performance is a given (See Issues #6, 7, 8, 9, and 11).

Coordination

Principals need to make certain that the entire school runs smoothly. With all the special programs, specialists and non-teaching personnel who work within a building, coordinating all the services is not easy. Keeping communication open between specialists and classroom teachers and sharing and pooling information will go a long way to prevent resentment and uncooperativeness. The more principals can involve their staffs in shared decision making concerning these and other matters of school-wide significance, the more likely are teachers to feel that success of the whole school is doubly important. Coordination also includes parent involvement and community contacts (See Issues #15, 16, 17).

Troubleshooting

The principal is the prime mover within the school and when trouble arises, the principal needs to be on the move to see that everything and everyone is back in place. Trouble may come from any sector - students, faculty, parents, community, declining enrollments, new laws, reduction in school funds, lack of communication, mis-communication, etc.

Principals have several ways to troubleshoot depending upon the problem. There are formal ways of handling issues:

- regular department meetings
- establish a management team or Building Leadership Team (BLT)
- meetings with various parents and/or parent groups
- meeting with students and/or student groups
- a designated spokesperson or ombudsman
- others

2. How can the principal be an effective leader? (cont.)

Informal ways of troubleshooting:

- o daily tours of school building and grounds
- o casual chats with staff
- o casual chats with students
- o casual chats with parents
- o routine meetings with management team or Building Leadership Team.

The principal cannot do this job alone. Schumck, Runkel, Arends and Arends state that one of the most critical roles a principal can play is that of "convener of organizational problem solver." This role requires a set of special skills, including describing behavior, checking perceptions, paraphrasing and summarizing.

Principals, teachers and staff need to be trained in problem solving and should develop a contingency plan so they will not be caught by surprise when problems occur.

Effective building leadership is not considered to result only or automatically from on-the-job, trial-and-error learning. During these times of increased visibility for principals and intensified public claims of educational mismanagement, school leaders may not be able to afford to make mistakes, at least ones which preservice or inservice training and planning could have prevented.

Review Checklist:

The principal is the key element in school effectiveness.

The principal knows the six factors that contribute to instructional effectiveness.

The principal is a strong supporter of instructional endeavors.

The principal keeps all lines of communication open.

2. How can the principal be an effective leader? (cont.)

Review Checklist: (cont.)

The principal is the initiator of staff development.

The principal is a strong supporter of instructional staff.

The principal acquires and allocates adequate resources.

The principal utilizes quality control measures.

The principal coordinates a smooth running school.

The principal serves as the key troubleshokoter.

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3. How do I set up a school improvement process?

In designing a school improvement process the principal must maximize their leadership functions associated with instructional effectiveness and become a change agent. It is essential that the principal provide strong leadership to bring about needed change. The school improvement process:

- o is designed to change/improve the way that the school enhances or increases student progress
- o relies on the research of effective schooling practices
- o is to develop the interest and capacity for the school to engage continuously in research based school improvement, and
- o builds upon existing improvement efforts, tending to integrate and direct existing improvement work toward a more central, global mission.

School principals need to realize involving the staff in planning for improvement is a key feature of successful change efforts. By involving the staff in the school improvement process the staff may be more willing to buy in and give their cooperation.

It is important for the principal and staff to understand change involving improvement in student achievement will take approximately 3-5 years to accomplish.

The principal, the teachers and other staff members are the school social system. Change will not occur unless that group is willing to change their behavior and define appropriate behavior for themselves and their students.

Setting up a Building Leadership Team (BLT) is a suggested way to gain significant involvement for a solid core of teachers. The BLT consists of the principal, who acts as the chairperson, and 3-4 teachers who have been democratically selected by their peers. The Northwest Regional Educational Laboratory (1985) has outlined suggestions that the principal should communicate to the staff before the selection of the BLT:

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3. How do I set up a School Improvement Process? (cont.)

- Share role expectations with potential team members before selections are made so they can make reasoned decisions about participation.
- Describe the school improvement process overall and its intent to improve student achievement/behavior.
- Emphasize the team is a task group designed to make decisions (with lots of input from others) and cause school improvement to occur.
- Emphasize that a building perspective (as opposed to a classroom, grade level or subject matter perspective) is needed at all times.
- Emphasize that leadership has both positive and negative dimensions. The principal should know there is a possibility of role conflict and stress whenever a principal creates an organizational structure that facilitates instructional effectiveness. The potential for conflict should be recognized in advance and dealt with "up front" so there will be no surprises and no hidden agendas. On one hand it means being able to influence the direction of an effort, on the other, it sometimes means "taking the heat" for decisions made.
- Try to give a realistic picture of the kind and amount of effort that will need to be expended (e.g., one meeting per week on your own time).
- Set high expectations by emphasizing the importance of leadership as a catalyst for improvement; describe the training that is to be provided; describe incentives that will be available for participation.

The Building Leadership Team selection process must be open and honest. Establishing trust from the beginning is important to the success of the effort. The improvement effort must belong to all staff, students and parents.

3. How do I set up a School Improvement Process? (cont.)

The BLT is responsible for managing improvement in the school. The BLT collect and review student performance data, describe school strengths and weaknesses, set improvement goals and targets, design school improvements, plan for the implementation of improvements, check progress toward goals and involve the full staff as they plan for school improvements. This group extends management capabilities within the school.

The principal and the BLT will probably need consultant assistance and training in various aspects of the improvement process. In essence, the BLT will become the trainers for the rest of the staff.

There are certain steps that need to be taken if one is to be successful in setting up a School Improvement Process. Those steps have been identified by the Northwest Regional Educational Laboratory - Goal Based Education Program, 1985 as:

1. Form a Building Leadership Team

   - o A Building Leadership Team headed by the principal and composed primarily of teachers is formed.
   - o Expectations are established and working procedures defined.
   - o The school improvement process is studies by the leadership team, then introduced to the whole staff.

2. Study research base and findings

   - o Leadership team gains indepth knowledge of research base.
   - o All staff are introduced to the research and findings with more indepth study following, as desired.

3. Profile student performance

3. How do I set up a School Improvement Process? (cont.)

- o Leadership team learns profile technique and plans profiling activities.
- o Selections are made concerning the aspects of student performance to be reviewed.
- o Information is collected and summarized in report form.

4. Set a goal for improvement

- o Profile report is reviewed by all staff with emphasis on identifying strengths, weaknesses and local standards.
- o Priorities are established among areas of concern.
- o Goals are set and confirmed.
- o Results of profiling efforts are published.

5. Check current instructional practices

- o Information is gathered from all staff, possibly to include some classroom observations.
- o Results are summarized then reviewed by staff.
- o Strengths and weaknesses are identified.

6. Develop a research-based prescription

- o Recommendations for improving the instructional program are developed and validated by comparison with the research base.
- o All staff review the draft prescription and make suggestions for improving it.
- o The revised presciption is published as a procedural guide.

3. How do I set up a School Improvement Process? (cont.)

7. Prepare a plan and timeline for implementation

   - o Leadership team develops a plan that prepares for implementation of the prescription.
   - o Plan is confirmed by all staff and responsibilities assigned.
   - o Materials are developed, inservice sessions held as called for in the implementation plan.

8. Implement the prescription

   - o According to plan, elements of the prescription are implemented either all at once or in phases.

9. Monitor implementation

   - o Leadership team checks progress in terms of completion of planned activities, implementation of the prescription and changes in student performance.
   - o Results are recorded, analyzed and displayed for all staff.
   - o Changes are made as needed to improve effectiveness.

10. Evaluate progress and renew efforts

   - o All staff, under direction of the leadership team, review results to date.
   - o Strengths and weaknesses are identified and recommendations for improvement are made.
   - o Decisions are made concerning continuation of efforts in the goal area.
   - o Plans are made for entering the next improvement cycle using the process.

3. How do I set up a School Improvement Process? (cont.)

Time lines should be established to guide all personnel involved in the change process. Workshops could be set up to study and plan together in the following areas:

1. Research - 1 day

   - o Survey the research literature for effective schooling practices. (BLT)
   - o Discuss practices currently in place. (BLT)
   - o Identify effective practices appropriate to local needs. (BLT)
   - o Introduce research findings to staff members. (BLT and staff)

2. School Profile - 1 day

   - o What is currently happening in the school in terms of student achievement and social behavior (a building level picture).
   - o Determine what information is needed to build the school profile and how to collect it.
   - o Use the data from the school profile to identify school strengths and weaknesses.
   - o Identify priorities for local school need and improvement goal.
   - o Design a plan for monitoring toward meeting the improvement goal.

3. How do I set up a School Improvement Process? (cont.)

3. Planning - 2 days

   - o After priorities have been identfied, determine the levels of implementation of research based effective school practices through building and classroom surveys.
   - o Survey to find strengths and weaknesses in existing practices.
   - o Identify effective school practices which can improve areas of weaknesses.
   - o Write an improvement plan.
   - o Set up systems for monitoring progress in implementation of plan and implementation of practices.

4. Evaluation and Communication - 1/2 day

   - o Monitor progress toward improvement in student achievement, changes in school practices and improvement plan implementation.
   - o Communication strategies and procedures with staff, parents and citizens about the improvement effort and progress toward goals.

These four workshops provide information about research-based effective schooling practices and how to go about carrying out the improvement plan. There is a need for weekly planning meetings of the BLT and at least a monthly meeting with the entire staff. All staff members need to have open communication and encouragement from each other. There will need to be long-term goals and short-term goals to help meet the long-term goals. Only by constant monitoring by the BLT, the cooperation of the entire staff and strong leadership by the principal can a School Improvement Process succeed.

3. How do I set up a School Improvement Process? (cont.)

Review Checklist:

Form a Building Leadership Team

Study research base and findings.

Profile student performance.

Set a goal for improvement.

Check current instructional practices.

Develop a research-based prescription.

Prepare for a plan and timeline for implementation.

Implement the prescription.

Monitor implementation.

Evaluate progress and revew efforts.

References:

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ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures?	The issue of goals, policies and procedures has three dimensions: o we must understand what goals, policies and procedures actually are. o we must understand who in the school system establishes each of these guidelines o we need to explore effective ways of developing these guidelines in a clear, consistent and credible manner. Goals reflect general statements of purpose; provide for direction and continuity; establish both a purpose and philosophy for the school; and are the common threads which enable the educational community to focus their attention upon a shared mission, using shared beliefs. Policies are specific guidelines with which decisions are made given similar sets of conditions. Policies reflect rules which should be fair, equitable and expedient in day-to-day decision making and reflect the values and principles of a community. Procedures are the methods by which policies are carried out and are the activities which are performed to comply with policy. An example of a goal, policy and procedure which deals with community participation in the school program planning process might look like this:

Goal	Policy	Procedure
The school program will reflect the values and priorities of the community	Community perceptions shall be sought by the district in planning school program goals	Each November the district's curriculum coordinator will conduct a community survey, public hearing to solicit community perceptions of school program goals and publish these goals in the Indian community newsletter.

ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures? (cont.)	Goals and policies are established at the school board level. Procedures are administered by the superintendent and staff. For example: o <u>District goals and policies</u> are established by the school board, generally through consultation with the community. o Goals and policies are set by an authority, be it an administrative authority reflected in the supervisory hierarchy, or collective authority represented by committees, such as advisory groups. The authority defines <u>what</u> (policy) and <u>why</u> (goal). o <u>District level procedures</u> are set by the district administration in response to these policies. Procedures are established and carried out by the staff responsible to the authority. (Thus, teachers may carry out the procedures established in response to the goals and policies.) In determining who sets expectations and establishes procedures, there are several considerations: (1) the involvement of individuals (parents, teachers, administrators and school board members) in the formulation of goals and policies must be genuine, suggestions accepted in good faith and individuals should be treated with sincerity by the decision makers. (2) the organizational body which establishes goals and policies assigns responsibility to an individual(s) to accomplish a task. They must not usurp their authority to complete the task. Delegating authority involves telling someone <u>what</u> to do, <u>not</u> <u>how</u> to do it. (3) ownership of and belief in a goal is critical to all members of a school system.

ISSUE

4. What process should I use to refine school goals, policies and procedures? (cont'd.)

RESOLUTION

Effective ways of developing program guidelines must consider both the process of arriving at goals, policies and procedures, as well as the content of these expectations. Recommended processes for the development of goals, policies and procedures include the combined use of both objective and subjective information.

Collecting Objective and Subjective Information

Objective information includes "hard evidence" such as:

- o student achievement
- o attendance
- o drop-out rate
- o district budgets
- o other reliable sources of quantitative information.

One common source of objective information which is critical in local policy formation is the state standards which govern education. Consult state statutes when developing new policies or when making substantive changes to existing policies. The policies may be in violation of law.

The general purpose of schools is to enable students to acquire basic academic skills. Put to use the hard data routinely collected in schools. One essential source of objective data is student performance on achievement tests.

- o Are all students performing up to expectation? Why or why not?
- o Are there particular subject areas, grade levels or student groups where achievement is less than satisfactory?
- o What behavioral data provide clues to these needs?
- 7 Where is absenteeism a problem?
- o What are the demographic characteristics of the community?

ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures? (cont'd.)	Subjective information consists of the perceptions and opinions of individuals. In the use of subjective information to help develop goals consider the following: o Opinions should be collected from those who have an informed opinion and hold a "stake" in the goals to be developed. o Ask the opinions of everyone who will be affected by the decision and who would have an informed viewpoint. Basic information of this nature is usually collected through needs assessment surveys, however, informal methods should be considered as well. o Parents, teachers, students, administrators and board members should participate in the development of the overall goals for the school. Specific curricular goals may be limited to the perceptions of teachers and parents. Reviewing and Prioritizing Information Once basic alternatives are identified through the collection of objective and subjective data, then: o review and prioritize the goals through a panel, (such as a curriculum committee, a parent advisory body or an other public opinion group). o The group should sort through the issues to help put goals and policies into perspective. o They need to help build support for the decisions to be made. o Members of the Indian community, like any community, appreciate being involved prior to decisions and do not like surprises!

ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures? (cont'd.)	Using Existing Groups Another suggestion concerning processes for developing goals is to utilize existing advisory and policy making bodies as much as possible. o Committees generally already exist for tribal education, Chapter I, Title VII, Title IV-A and Johnson-O'Malley, and curriculum review committees. o Seek the guidance of other groups if the guidelines they are developing are relevant, rather than forming a new committee. o Form a school-community council with representation from each of these existing advisory committees. Schools often complain about the lack of parent involvement. It is interesting to note how active Indian parents are in community affairs. Indian communities are very busy places socially, culturally, governmentally and economically. For example, on the coast, when the salmon are running, an administrator should not schedule any committee meetings regardless of the time of day or week, because essentially all members of the Indian community will be busy with the salmon harvest. The issue content is another dimension to be considered when refining goals and policies. Goals can be established at the district, building and program levels. Four criteria govern the quality and utility of goals and policies: (1) these guidelines must be consistent--that is, goals and policies must be congruent and supportive of one another. (2) goal and policy guidelines must be balanced, reflecting an appropriate emphasis to both cognitive and affective outcomes, instructional and management, functions, and preventive and remedial interventions. In maintaining this balance, the focus of school goals and policies should ultimately deal with instructional quality.

ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures? (cont'd.)	(3) the guidelines must be <u>clear</u> and <u>understandable</u>. (4) the guidelines must be <u>purposeful</u>, that is, they must have a useful function. School goals, policies and procedures involve adminstrative time. These guidelines change as the school and community changes. Therefore, a policy manual is a working document which should be updated annually and should be reviewed at least quarterly. Continue to monitor objective and subjective data. Watch for issues. Listen for input. This section has dealt primarily with <u>administrative</u> goals, policies and procedures. <u>Instructional goals</u> and student learning objectives are also derived from school goals. These student learning expectations are dealt with in Issue 14.

ISSUE	RESOLUTION
4. What process should I use to refine school goals, policies and procedures? (cont.)	Review Checklist: The difference between goals, policies and procedures is understood. The purpose of goals, policies and procedures is clear. The relationship of goals, policies and procedures is understood. The "chain of command" or "hierarchy" in setting policies and carrying out procedures has been established in a nondictatorial manner. Provisions have been made for involving all segments of the educational community in setting goals to help them to gain ownership. A variety of formal and informal strategies are used for seeking community input. Existing groups are used instead of forming more committees. Goals and policies are based upon a combination of subjective (opinion) and objective (data) evidence. State statutes and regulations are checked to ensure that the local guidelines comply with these laws. The content of school goals and policies are clear and purposeful. Provisions have been made for the periodic review and updating of goals and policies.

ISSUE

5. In what manner do I involve staff in implementing school goals and policies?

RESOLUTION

School goals and policies directly affect the school staff, therefore, their ownership in these guidelines is essential. Staff involvement in implementing school goals and policies occurs in two stages or levels.

- Staff must be aware of the goals and policies. They should have an intimate, working knowledge of the guidelines which govern and direct the school system.

- Second, staff must believe in the goals and policies. They must "buy into" the philosophy of the school. The staff must demonstrate and apply the goals and policies. They must make an effort to put these guidelines to work.

At the awareness stage, it will take more than the distribution of the school administrative handbook to all staff each September. School goals and policies should become an integral part of the school's operation by:

- having a standing agenda item at faculty meetings to review and discuss school goals and policy,

- having teachers set personal, professional goals which support district goals,

- monitoring and evaluating teacher performance, with policies and goals included as criteria,

- rewarding those who have successfully endorsed the goals and policies,

- taking corrective action where noncompliance occurs,

- uniformly and concretely implementing the goals and policies

- appointing and involving staff members in committee work to develop specific objectives to achieve the goals. Rotate membership to maintain interest and collaboration.

- being certain that the staff are aware of the federal regulations, state statutes, tribal policies and special programs which deal with Native Americans.

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ISSUE	RESOLUTION
5. In what manner do I involve staff in implementing school goals and policies? (cont.)	In order to promote ownership, staff must understand that goals and policies are only of value as long as they are useful. Policies and goals should be reviewed and refined periodically to ensure their utility. If a goal is unclear or a policy cannot be uniformly applied, then revision is in order. Administratively, make it as easy to revise goals, as it is to develop them. Validation committees, having staff representation, should be used to develop, review, clarify and recommend school goals and policies. Those involved in developing guidelines generally feel ownership from them. In addition, assign staff the responsibility of seeking community opinion and designing implementation plans to help teachers, parents and administrators develop a more cooperative attitude. The staff, as well as the administrators and board members, should get periodic refresher training in school goals and policies. Policies and goals should be clear and simple so that they can be understood and implemented. Policy should be referenced directly in staff labor contracts. Expect your staff to comply with policy and, when staff performance and policies are not congruent, consider both modification of the performance and the policy. Do not use policy as a tool for punishing a group, when a single individual is out of line. Do set up a plan for improvement for that individual. It is not appropriate to hide behind policies for the sake of equity when the behavior of a staff member requires immediate attention. Administrators are responsible for supervising people, not policy. Review Checklist: Periodically promote staff awareness of school goals, policies, procedures and other guidelines through discussion and application. Involve staff in the validation of the guidelines to build ownership. Uniformly apply the guidelines with compassion.

ISSUE	RESOLUTION
6. How do I ensure that expectations for student achievement are maintained at a high level?	A warm, positive climate in the school and in the classroom helps make students feel valued and respected. Students live and will continue to live in a multicultural society. It is essential that they develop an understanding of and a respect for various cultures. They must learn to live in harmony with one another. Both staff and students perform at a higher rate when they are regarded as being capable, able to achieve, and learn and when they receive positive encouragement. It is important to provide learning tasks that are challenging; not too difficult since a student may become discouraged and give up, yet not too easy since little satisfaction will be gained. o Each student should be challenged and expected to develop to the fullest of his or her capacity. o Feedback to students should be prompt as a means of reinforcing desired behavior and eliminating undesired behavior including student errors. o Learning in one subject is strengthened if opportunities to are provided for frequent use in other subjects. The administrator should determine the basis for classroom organization and the procedure for grouping youngsters. Heterogeneous grouping is preferred. Consider the following suggestions: o Students perform better in heterogeneous settings. It fosters social understanding and tolerance; permits different patterns of needs and abilities to emerge naturally and to receive respect; and prepares students to cope with a wide variety of people and situations. o Administrators and teachers should be aware of the negative effects that homogeneous ability grouping can have on the cognitive and affective development of children.

ISSUE	RESOLUTION
6. How do I ensure that expectations for student achievement are maintained at a high level? (cont.)	o Special care must be taken to insure that Indian students are not placed in low-ability groups for reasons of cultural background. o Teachers should maintain a cooperative group focus (See Part Two, Teacher's Monograph) in group work rather than dwelling on one child. Teachers should keep students alert to the activity and hold each of them accountable for each of their performances. o Instructional materials of varying levels of difficulty should be available in each classroom. o Students' self-esteem needs to be enhanced (See Part One, Teacher's Monograph). Help students to develop: - the ability to search for meaning in one's activities - the self-confidence needed for confronting one's self - the ability to live with one's limitations and strengths - both general knowledge and interest in other human beings as a means of knowing oneself - an internal framework by which an individual can organize his concept of "self" - a knowledge of one's own body and a positive attitude toward one's own physical appearance Staff inservice training should be directly related to assisting teachers and other staff to learn and implement effective schooling practices. Staff inservice should be concerned with developing expertise as opposed to using such time for procedureal matters and housekeeping items.

ISSUE	
6. How do I ensure that expectations for student achievement are maintained at a high level? (cont.)	o Inservice should be an integral part of the total school program. o Inservice programs should be actively and financially supported by district and building administrators. o The content of inservice programs should be planned in response to assessed needs and directed toward changing teaching behavior. o Inservice education should model good teaching and follow a developmental model. o Outside agencies/consultants may be helpful in supportive roles. Inservice trainers should be competent. o The school site should be the locus of inservice activities. However, it is important that teachers in isolated areas have the opportunity to go "outside" occasionally in order to cut down on stress and burnouts. o The evaluation of inservice should be of a cooperative nature with the primary prupose to assist in planning and implementing programs. o Teacher training programs should provide for knowledge with the talented and gifted, with culturally-different student population, as well as the handicapped student and the regular student. Other methods to ensure expectations for student achievement are: o Providing a positive system of staff evaluation in which it can be shown that teachers are proficient when employed and that even the best teacher can improve. Emphasis should be placed upon continuous professional growth and improvement of instruction.

ISSUE	RESOLUTION
6. How do I ensure that expectations for student achievement are maintained at a high level? (cont)	o Providing for instructional aides to work with small groups to assist the teacher in providing instruction. o Developing methods to engage parents in tutoring programs at school. Develop ways that parents can support their child's educational experiences at home. o Using criterion-referenced evaluation instruments rather than a normative basis for student evaluation. That is, assess student growth on the basis of progress and mastery over the body of knowledge taught, rather than in comparision to one's peers. Grading on a curve guarantees low expectations for at least 50 percent of the class members. o Avoiding social promotion of students. These expectations should be infused throughout the school. Teachers, students and parents should know, understand and generally agree upon what is to be accomplished in the classroom. Review Checklist: A mechanism exists for staff training based upon staff expectations for student learning. Classroom grouping is arranged to enhance achievement. Student evaluation is conducted in mastery rather than normative manner. Expectations are clear and agreed upon by teachers, students and parents.

ISSUE	RESOLUTION
7. How do I ensure that staff members meet specified performance standards?	There should be a positive system of staff evaluation in which it is assumed that teachers are proficient when employed and that even the best teacher can improve. Emphasis is upon continuous professional growth and improvement of instruction. There are two purposes for evaluation: 1. Helping teachers to grow through professional development. 2. Helping principals and personnel administrators to make decisions whether to rehire or not to rehire. It is very difficult to have one evaluation instrument that adequately covers both areas. Performance criteria should: o Relate to research on effective teaching o Be capable of consistent evaluation o Be clear and diagnostic in nature o Be endorsed by individual teachers o Balance precision with cumbersome detail o Serve to highlight relative strengths and weaknesses Administrators and teachers should jointly write teacher performance objectives based on the teachers' job descriptions. o Objectives should be written as specific, measureable processes or outcomes of the program or parts of the program. o Expected Performance Standards (EPS) should be stated which are based upon expected student outcomes. Once the evaluative instrument has been completed, time should be taken in a staff meeting to preview and study it.

ISSUE	RESOLUTION
7. How do I ensure that staff members meet specified performance standards? (cont.)	The principal should systematically supervise the entire staff based upon the educational objectives and standards for teaching performance. The principal should make regular staff evaluations based on classroom observations in accordance with established district policy. Some of the ways the principal might do this are: o Have a pre-evaluation conference early in the year, so that the teachers know what to expect. o Require teachers to set personal goals for themselves for the year. Have the goals set and agreed upon early in the year, preferrably by October 30th. o Provide an atmosphere and climate where the teacher can feel secure with continuous self-evaluation and feel the freedom to discuss problems with the principal. o Make at least four formal written observations per year. Provide time for conferences after formal observations to give the teachers feedback as to their strengths and weaknesses. Go over each objective. Provide them with positive suggestions for improvement. o If the teacher is deficient in one or more areas, put the teacher on a Plan of Improvement for a specified length of time to demonstrate measureable improvement in that school year. It should be clear that improvment is possible and expected, but non-compliance may result in termination. o Meet formally and informally with staff to discuss personal and professional problems that affect performance and effectiveness. o The involvement of community members in program evaluation is appropriate. The formal involvement of parents in teacher evaluation is <u>not</u> appropriate. Deal with parental concerns after the parent has left, then provide feedback to the parent as to the outcome. o Maintain clear and complete records of teacher evaluations.

ISSUE	RESOLUTION
7. How do I ensure that staff members meet specified performance standards? (cont'd)	Teachers are the key to effective instruction; other educators serve to support the efforts of teachers. All educators, regardless of current levels of effectiveness, have the potential to improve. An effective system of staff evaluation makes it possible to identify both strengths and areas needing improvement. Plans for improving performance may then be developed and put into effect. Strengths -- exceptional performance -- should be recognized. Set up a Staff Development committee (See Issue 2). Teachers are the key to an effective instructional program. Staff development should be planned on an annual basis like other school curricula. o Provide inservice training to assist teachers with knowledge and techniques they need. o Have inservices on what the teachers have requested. o Adequate funding should be a number one priority for staff development. o Administrator expectations do affect teacher performance. Let the teachers know what you expect. o Select a Master Teacher for each grade or series of grades. Have other teachers go to the Master Teacher for suggestions and/or information. Review Checklist Maintain high expectations for all staff. Involve staff in setting these standards. Use standards which are clear, measureable and include expectations for student achievement. Observe mechanisms for personal improvement and professional growth. Document your actions.

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ISSUE	RESOLUTION
8. What incentives and rewards should I use to promote student excellence in behavior and achievement?	A teacher can use incentives and awards in working with a non-cooperative Indian child or a non-producer to be more compliant and to increase academic output. Social reinforcement is the easiest to use, takes little time and effort and is free. Social reinforcement refers to the behavior of significant others that increase the frequency of a particular behavior. Indian children usually do not become tired of receiving encouragement and recognition for their efforts. Social reinforcers include words, phrases, smiling, winking, laughing, touching, patting, etc. Social reinforcement may not be strong enough to bring about prompt behavior change in students with difficult behaviors. Administrators may have to look for other types of reinforcers, such as activity reinforcers, tokens, and tangible reinforcers. Activity reinforcers are found in all schools and homes. Desirable activities include being group leader, leading the flag salute, seeing a film strip or a movie, listening to music, working puzzles, an extra period of art, music, or P.E., etc. Activity reinforcers can be readily combined with social reinforcers. Activity reinforcers can be done at home. For example, the student earns the use of the tape recorder for the weekend to take home and record a family practice of Indian singing or drumming. The student earns the reward at school and is involved in a reinforcing event at home. Token reinforcers are concrete--you can see them, count them, add them, and spend them. Tokens come in many forms--play coins, chips, paper, points (hash marks), etc., or other tangible items that can be traded in at a future time. Specific behaviors can be reinforced. Select a procedure for recording tokens earned. Teach the students to record their own behavior. Self-monitoring means teaching children to accurately describe their own behavior, to tally the data, and to record the data in chart form. Youngsters are reinforced and motivated by data that clearly shows they are improving their behavior.

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ISSUE	RESOLUTION
8. What incentives and rewards should I use to promote student excellence in behavior and achievement? (cont'd.)	This can be done on a group basis, as well as individual basis. Promote school-wide student awards program and recognition: o Have student of the week o Display art work o Reward the entire class for individual behavior o Promote student encouragement of each other o Bring in special movies o Schedule extra P.E., art, or music periods o Play special games o Display student's work o Use free time activities and space o Take students on trips and other outings o Set up a peer tutoring program o Let students create their own slide shows with Indian music o Keep a list of positive verbal comments and approaches handy o Use social reinforcers--pats, hugs, tousled hair o Promote community-wide involvement in school related activities:

ISSUE	RESOLUTION
8. What incentives and rewards should I use to promote student excellence in behavior and achievement? (cont'd.)	o Honor shirt program o Money raising projects o Service projects (chili feed, cookies to elders, cut wood for elders). o Field trips

Review Checklist

Promote student excellence at the individual, classroom and school level

Involve teachers, parents and community in recognition activities

Use a combination of social and token incentives

Allow students to demonstrate their strengths

ISSUE	RESOLUTION
9. What incentives and rewards should I use to promote excellence in teaching?	The way to promote excellence in teaching is to hire excellent teachers, to provide incentives to retain them and to terminate teachers which do not meet these standards of excellence. Unforunately, this is easier said than done. In today's "business of education", administrators are faced with issues of tenure, collective bargaining, Indian preference, employee loyalty, recruitment and retention. The challenge of promoting excellence in teaching seems insurmountable until one remembers that schools have a choice. Schools can choose what standards to employ in recruiting staff. They can choose who they hire. They can choose to promote excellence or, by default, choose to promote mediocrity. Excellence in teaching is brought about by excellence in instructional leadership. Leadership on the part of the building administrator is essential in maintaining high standards and morale. The promotion of excellence in teaching through administrative leadership can be divided into two parts - - aquiring effective teachers and maintaining effective teachers. The acquisition of effective teachers goes well beyond the standard teacher selection and hiring process itself. More importantly, staff aquisition entails the careful analysis and description of the position which the individual is to fill. o What are the community characteristics? o What are the students characteristics? o What background or experience would make the individual most compatible in this setting? o What curriculum is being used? o What instructional philosophy is subscribed to by the school? o What are the community expectations of this position? o What expectations are realistic for this position and can be written? o Is there a written job description?

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ISSUE

9. What incentives and rewards should I use to promote excellence in teaching? (cont)

RESOLUTION

Example: The highest academically qualified teacher will be less than effective if he/she does not like the climate, the community, the isolation, is frustrated in not being able to motivate reservation children, or any number of other variables which are in place in most reservation settings.

The logic of staff selection is no mystery. It entails the careful comparsion of applicants characteristics with the desired characteristics of the position. The applicant which most clearly meets these conditions is the desired candidate. Therefore, the clearer the expectations for the position and the more systmatically an administrator can consider these expectations in the review of applicants, then the greater the likelihood of hiring the best person for the job.

Laws do govern jobs, including equitable and non-discriminatory hiring practices. In writing the position description and in reviewing applicants, reference should be avoided concerning age, sex, marital status, ethnicity or other personal matters. Indian preference may be appicable in selecting among the best equally qualified applicants for the job. It is not a criteria for selection in and of itself. Refer to federal and state equal empolyment opportunity regulations governing employment practices.

The second aspect of hiring the best teachers involves attracting the best teacher. It is of little use to develop a position description for a job for which no one applys. Therefore, recruitment becomes a challenge for the school. How can schools attract teachers to small rural schools in isolated Indian communities with substandard housing? Attract applicants from as large a pool of prospective candidates as possible and provide an employment package as attractive as possible. Reservation schools tend to be plagued by high teacher turnover, low teacher experience and an absence of professional commitment. Teachers may come to the reservation schools for a number of very inappropriate reasons:

ISSUE	RESOLUTION
9. What incentives and rewards should I use to promote excellence in teaching? (cont.)	o Due to inexperience, they cannot get a job elsewhere. o Due to ineffectiveness, they can not get a job elsewhere. o They view the reservation experience as an adventure or an opportunity to "save the children" through missionary zeal. o The reservation community affords the person an escape from their home, community or professional relationships. The reservation school is not an acceptable place for the inexperienced, the incompetent, the zealot or the misfit. The very best is needed. In order to attract the very best, employment packages must be combined with strong screening and selection procedures. Once good people have been hired, incentives and rewards must be provided to promote excellence. Two forms of incentives can be used: (1) <u>shared incentives</u> which promote a positive school climate among all staff members help to generate a feeling of worth and ownership in the school. o Keep the building in a clean, bright, cheerful condition. o Allow teachers and students to contribute to this atmosphere through the use of murals and other decorations. o Promote the sharing of ideas and materials. o Make school a happy place for students and teachers. Promote inservice activities, including stress management, wellness and group problem solving. (2) other incentives are <u>individually administered</u> to recognize excellence in teaching. These may include merit pay, personal recognition, tribal incentives (such as fishing permits) and the opportunity to attend conferences. (See Issue 2)

ISSUE	RESOLUTION
9. What incentives and rewards should I use to promote excellence in teaching? (cont.)	While rewarding excellence, do not tolerate poor teaching. Incompetence destroys morale and the motivation to improve. Teacher training opportunities should be available both to reward excellence and to correct deficiencies. Set and maintain standards. When standards are not met, take corrective action. Use the evaluation instrument to increase the efficiency of teachers by implementing a plan of improvement in areas where a teacher is deficient (See Issue 7). When corrective action does not result in acceptable behavior, initiate termination procedures. Document each step of the process. Teachers have a difficult job and are expected to demonstrate a high level of professional commitment. Teachers need to be reminded that they are doing a good job and are appreciated by the school and community. Recognition by tribal members and the school board is highly valued. Review checklist Set clear and complete specifications for position descriptions Recruit from a wide range of sources with ample time for selection. Screen applicants carefully for inappropriate applicants Maintain as competetive a benefit package as possible. Maintain a positive school climate and utilize shared incentives. Reward individual excellence though merit pay, travel, materials and inservice. Do not tolerate poor teaching. Initiate corrective action, followed by termination proceedings, if necessary.

ISSUE	RESOLUTION
10. How do I ensure that school time is used for learning and how do I minimize disruptions to the regular classroom?	Principals should identify interruptions which interfere with student learning time and reduce the incidences of those interruptions. (See Part Four - Teacher's Monograph) Interruptions interfering with student learning time have been identified by the 1985 Oregon State Governor's Task Force on Education - Task Force G: Increasing Instructional Productivity Through Effective Use of Time. They examined the following issues: a. Interruptions originating outside the classroom: to what extent are they instruction or noninstruction related, essential or nonessential for teaching and learning, and necessary for management of the school? b. The nature of outside interruptions, such as excessive use of the intraschool telephone and public address system; calls for students to leave classes (e.g., to meet with counselors); participation in school-sponsored activities; participation in extracurricular activities; attendance at school assemblies; etc. c. Interruptions originating inside the classroom: to what extent are they instruction or noninstruction related, essential or nonessential to teaching and learning, and the mangement of the school? d. The nature of inside interruptions, such as inappropriate teacher behavior, exemplified by inadequate lesson planning, inappropriate implementation of lesson plans, ineffective grouping for instruction, or other factors of classroom management related to effective instruction; inappropriate administrative decisions, such as unnecessarily large class size, inappropriate development of student course assignments, inappropriate instructional materials, or inadequate standardized testing instruments; inappropriate student behavior; the presence in the classroom of excessive numbers of cildren with severe learning disabilities and other handicapping conditions, etc.

10. How do I ensure that school time is used for learning and how do I minimize disruptions to the regular classroom? (cont.)

e. Pull-out calls, which, while presumably assisting student learning, also cause disruptions to the class as students depart from and return to the classroom.

f. Other inefficient uses of time already available for instruction, especially for high school seniors, such as those days between "finals", graduation, and the last day of the scheduled school year; and students taking less than a full program of study.

g. The impact of athletic activities on instructional time; for example, school time spent in travel to and from interscholastic athletic activities; student rallies conducted during school time; nonathletes attending interscholastic athletic activities scheduled during school time; the number of teams from any one league participating in post-season tournaments, during school time.

The Task Force believes interruptions in student learning time throughout schools are numerous, and contribute substantially to reduce the effective instruction of students. At the same time, the Task Force also acknowledges that many interruptions are essential to the orderly maintenance of the instructional program within a smoothly functioning school. Nevertheless, the Task Force concludes that major effort should be focused by all school personnel to help reduce the frequency of interruptions to an absolute minimum, so that more effective use may be made of an important, already existent resource: the time presently available for teaching and learning.

The principal should take into account the factors of allocated time, time on task and academic learning time. Allocated time is the time scheduled for a specific subject area. Time on task indicates the amount of time the student actually works. Academic learning time is the time during which instructional interaction between the student and the teacher is taking place. The principal should schedule student activities at times other than those set aside for academic instruction.

ISSUE	RESOLUTION
10. How do I ensure that school time is used for learning and how do I minimize disruptions to the regular classroom? (cont'd.)	o To help minimize intrusions, allow five minutes for announcements at the beginning of the day rather than making loud-speaker announcements thoughout the day. o Schools may wish to use a flexible-modular schedule in order for the student to be available for the various specialists such as the dentist and other school health services, speech therapist, etc. o Prepare a yearly calendar that includes all the main events so that teachers can plan around certain dates. Hold to the schedule, avoid "taking days off" for school or community activities. Schools are often acquainted with planning around "the holidays," but are unaware or ignore tribal activities which may have as much impact on school as Christmas. o Have a monthly grade level meeting as a check to see what is happening to the scope and sequence and instructional goals. o Visit classrooms at least once a month to monitor instructional time. o Schedule activities before and after school or during the noon hour. Demonstrate to students, teachers and parents that school is time for learning. <u>Review Checklist</u> Set schedules and hold to them Avoid "pullout activities", including supplementary and remedial instruction and extracurricular events. Build class schedules which provide the greatest proportion of instructional time to non-instructional time. Ensure teacher and student readiness for instruction. Expect to see weekly lesson plans, read and react to them and observe classrooms on the basis of the plans.

ISSUE	RESOLUTION
11. How do I ensure that students and staff understand and abide by acceptable standards of behavior?	The administrator is responsible for all staff assigned to the school. In discharging this responsibility, the administrator should establish and maintain reasonable and acceptable standards of pupil behavior. The administrator should be aware of the needs of the students and accommodate these needs insofar as it is possible to do so. Some of the ways this can be achieved are: o Prepare a student handbook. Solicit input from the community, staff and student body. Include general information as well as dress code, code of conduct and student and faculty rights and responsibilities. o Prepare a discipline procedures handbook. Begin with detailed State Administrative Rules concerning Student Conduct and Discipline Procedures. Include district discipline procedures. Establish a committee of staff, tribal council members, parents, students and board members to develop a set of standards for appropriate behavior unique to the particular school. Standards should include: (1) Preventative discipline techniques, including methods of handling behavior problems (2) Norms for behavior, including rewards for desirable behavior (3) Handling unusual behavior incidents (4) Behavior incident report forms (5) Guidelines for playground regulations (6) Fair and reasonable procedures and/or directions for discipline, suspension or expulsion (7) Written procedures and controls which provide reasonable protection for students, parents and school personnel (Does the local district board allow physical punishment?)

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ISSUE	RESOLUTION
11. How do I ensure that students and staff understand and abide by acceptable standards of behavior? (cont'd.)	(8) Specify under what conditions a youngster should be sent to the office and/or a parent, principal, teacher, and child conference held (9) Specify under what conditions a youngster should be referred for additional help--counselor, psychologist, social worker, Mental Health Clinic, or other agencies (10) Confer with community members concerning behaviors which may be in cultural conflict between home and school and how to appropriately deal with such behavior. o Conduct inservices dealing with techniques for preventing and handling behavior problems, as well as reinforcing appropriate behavior. o Ask members of the community to talk about local cultural methods used to handle behavior problems. o Discuss student handbook and discipline procedures in staff meetings. o Document which youngsters have habitual problems, including the nature of the problem, and the teachers who are responsible for those youngsters. Visit classrooms and make written observations of student (class) and teachers. Put child (class) on a Plan of Intervention, if the child's behavior is the problem. Put teacher on a Plan of Improvement, if the teacher behavior is the problem. o Determine the legal basis for the school and School Health Services involvement in child abuse/neglect. Define "abuse" according to your State Law, Tribal Law and the Indian Child Welfare Act. Abuse usually has three parts: physical injury, neglect and sexual molestation. Prepare a handout and give to each staff member the Indicators of Possible Abuse. Specify <u>who</u> reports child abuse, <u>how</u> it is to be reported and to <u>what</u> agency. Follow up if <u>you</u> are not reporting directly. Report <u>again</u> if indicators are observed again. Cooperate with the investigator.

ISSUE	RESOLUTION
11. How do I ensure that students and staff understand and abide by acceptable standards of behavior? (cont'd.)	o Have counselors, teachers and all staff work together to assist students in developing a strong, positive self-image. a. Develop self-esteem units and activities for youngsters. b. Provide child development information and activities. c. Provide commercial materials such as DUSO--Developing Understanding of Self and Others--for teacher and/or counselors to use in the classroom. d. Use community members to enhance student self-esteem. o Encourage and reinforce positive behavior. o Establish a mechanism for the ongoing dissemination of the standards to be sure that everyone (parents, students and teachers) is aware of them. One school administrator had the discipline code passed by the Tribal Council as the recognized procedure for handling student problems. o Community and staff involvement in developing these guidelines is essential. The development of standards for students and staff are of little value unless: (1) students, parents and teachers are involved in setting expectations, (2) the standards are shared with students, parents and staff, and (3) community members accept and are involved in reinforcing the standards. <u>Review Checklist</u>: Establish guidelines for acceptable and unacceptable behavior and their consequences Establish procedures for determing student behavior and administering discipline Involve the community in establishing the standards Establish procedures for disseminating the information

ISSUE	RESOLUTION
12. How do I ensure that disciplinary action is carried out uniformly, fairly and quickly?	The principal should have well-defined disciplinary procedures so that teachers are able to follow through with such procedures. In many schools, responsibility for disciplinary action may be delegated to an assistant principal. If there is not an assistant administrator, assure that a teacher is designated to be responsible for administrative duties in the principal's absence. The principal must effectively communicate support for the designated person. The principal needs to supervise the entire staff to be sure fair and reasonable procedures and consequences for discipline, suspension or expulsion are carried out. o Devise plans and execute training programs which assure safe conduct of students and staff for fire, civil defense and/or other emergencies which can arise. o Take all reasonable precautions as described in District safety procedures to safeguard the health and general welfare of the staff and students in the school. o Establish regulations as may be necessary for the use of automobiles, motorcycles, bicycles, horses, etc. of the employees and students. o Establish orderly procedures of accounting for and processing lost (or stolen) and unclaimed articles. o Establish a school standard for behavior (See Issue 11). o Inform students about how to perform expected behaviors (See Issue 11). a. Teachers' expectations about desired and intolerable behavior should be made explicit. b. Teachers should give specific feedback about inappropriate behavior, restating rules rather than generalizing about them. c. Teachers should systematically provide positive feedback about how well students have done. o Use group discussion in classes to mediate behavior problems. Students can help other students with solving problems (See Part Two - Teacher's Monograph).

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ISSUE	RESOLUTION
12. How do I ensure that disciplinary action is carried out uniformly, fairly and quickly? (cont'd.)	o Some schools use "conflict management" in which the students have been trained in specific methods for settling conflicts or to act as arbitrators. o After-school detentions and Saturday School are two methods used where the students have to come in on their own time for an infraction of rules. o Involve parents as part of the team in carrying out disciplinary action. o Have alcohol and substance abuse counselors on the staff. o Send drug abusers to the detox center for eight hours of instruction. (This may only work in reservation schools where the tribal council and the school administrators agree.) o Ensure that all discipline policies comply with state and tribal law. Establish a mechanism of due process for carrying out the policies. o Ensure that parents are informed of the discipline procedures. Discipline is handled differently from tribe to tribe and from traditional to non-traditional communities. Before administering discipline to an Indian child, know the tribal customs in your school settings. If the community is involved in setting these standards, Indian parents will support your disciplinary actions. Review Checklist: Establish protocols for who is responsible within the building at all times. Ensure that all staff fully understand the standards and procedures for disciplinary action. Utilize parents, peers and the tribe in carrying out disciplinary action.

ISSUE	RESOLUTION
13. How do I minimize suspensions, expulsions, absenteeism and tardiness?	Students are expected to assume responsibility for their own behavior. Disruptive behavior should not be tolerated. Student behavior should be approached from the premise that students can change their behavior and stay in school. Discipline is firm and consistent. Good systems for handling all school procedures should improve the chances that students will work hard, complete assignments, participate in classroom activities, learn more and, consequently, have fewer serious behavior problems. To minimize suspensions, expulsions, absenteeism and tardiness, the principal should: o Develop an understanding of the factors that affect social behavior in this particular Indian community. Learn about the home environment of each child. o Develop a knowledge of the value systems of Indians and European-Americans and their influence on the individual and society. o Identify areas where behavorial expectations may be contradictory between Indians and European-Americans. o Develop productive and satisfying relations with students based on respect, trust, cooperation, consideration and caring. o Involve tribal government in setting disciplinary consequences and rewards, as well as attendance procedures. o Keep law enforcement, social service and other non-educational agency personnel out of the classroom when contacting individual children. o Use attendance counselors and home-school liaison coordinators. Have them work together with the tribal government and parents when problems arise. o Keep lines of communication open with parents.

ISSUE	RESOLUTION
13. How do I minimize suspensions, expulsions, absenteeism and tardiness? (cont'd.)	o Have conferences with the attendance officer, the home-school liaison coordinator, parents and members of the tribal government to help find alternative solutions. Cooperatively negotiate solutions, rather than laying blame. o Use suspension and expulsion as a last resort. Find alternative methods to work out the students' problems in school. o Provide activity buses for students who wish to participate and/or attend school activities. o Develop skill in democratic action in large and small groups. Develop a system of shared responsibility with the students. Students should know the expectations and the limits. o Teachers should present subject material in a warm and human way. o Subject matter should be relevant to the student's life experience. o Negotiate with parents and students alternative ways of completing lessons when students know that they will be absent for extended periods for community activities (funerals, root festival, fishing, etc.). Review Checklist: Reward attendance. Deal with tardiness, abenteeism and behavior problems through consultation with parents. Make allowences for students absence due to legitimate cultural activities, i.e. funerals. Use suspensions and expulsions only as a last resort.

ISSUE

14. How do I ensure that curriculum objectives, resources and strategies are meeting student needs?

RESOLUTION

Program improvement efforts must systematically impact each of the following components to bring about lasting effects:

- o the complex interrelationships among program goals
- o assessment procedures
- o curriculum resources
- o instructional methodology
- o support services
- o administrative policies

For program improvement to occur in a systematic, useful and ongoing manner, the process must be linked to established program management mechanisms such as textbook adoption, staff development and teacher evaluation. (See Issue #3)

There are several stages which can be taken so that curriculum objectives, resources and strategies are meeting student needs. These stages are listed in their logical sequence of progression:

1. Goal setting and validation. A sound curriculum program begins with a goal statement which reflects both the instructional philosophy and community values. The program goals are then reaffirmed (validated) by teachers as being reasonable expectations. It is essential that the opinions of respected members of the Indian community be sought to define what cultural elements should be integrated into the school's curricular goals. The local community must define cultural values and expectations, including both historical and contemporary information.

ISSUE	RESOLUTION
14. How do I ensure that curriculum objectives, resources and strategies are meeting student needs? (cont'd)	2. Translating goals into performance indicators. This requires the analytical dissection of program goals into a set of student learning objectives (skills) which are both teachable and learnable. Teacher involvement in this process is essential. 3. Establishing a scope and structure for performance indicators. Once program goals have been articulated at the skill level, they can then be organized by the staff into a scope and structure (sequence), within and across grade levels. Remember, Indian education content should cover the entire curriculum. It is not limited to social studies. 4. Determining relevance and alignment of curriculum resources. Instructional materials can be checked against the instructional scope and structure to identify gaps, overlaps and alignment. Set criteria to ensure that the materials meet state standards, are authentic and eliminate bias. Involve the community in the review of the materials. Work for a balance between historical and contemporary information. Indian people are here and now. Use their ideas and values to illuminate basic skills lessons. 5. Determining relevance and alignment of instructional methods. Once an instructional scope and program philosophy exists, instructional techniques can be reviewed for their relevance by the school staff. 6. Establishing the alignment of the assessment system. Student testing is of little value unless the measures assess the skills desired to be taught. The alignment of test content to instructional content is critical. Match test items to instructional objectives. 7. Establishing a staff development plan. With a curriculum in existence and resources, methods and tests in alignment, then an excellent basis exists for a staff inservice to plan and improve instruction. Teacher training should be based upon what you are trying to accomplish in the school, rather than what consultant is in town.

ISSUE

14. How do I ensure that curriculum objectives, resources and strategies are meeting student needs? (cont'd)

RESOLUTION

8. Assessing staff awareness and commitment. A curriculum is useless on the shelf. Teachers must understand and believe in what is to be taught. Provide teacher orientation. Use community resource people to reinforce cultural information.

9. Monitoring classroom implementation. Again, teachers must be using the curriculum if it is to do any good. Furthermore if it is not being used or is not working, then classroom monitoring will provide clues for refinement.

10. Aligning curriculum adoption, inservice and evaluation policies. Curriculum improvement must have "teeth." If curriculum improvement efforts are not reflected in text adoption, test adoption, teacher evaluation and inservice planning policies, then their success is unlikely.

11. Augmenting new or improved practices. A watchful eye for new and more effective practices should be maintained. However, be cautious, novelties are not always better and constant change is disruptive. As the old farmer said, "Don't try to fix nothing what ain't broke."

12. Upgrading or modifying program goals. Community values and interests do change. Be open to periodic refinement of program goals based upon community input. Consider the uniquely American contributions of the Indian people and how these contributions can improve the effectiveness of your school.

ISSUE

14. How do I ensure that curriculum objectives, resources and strategies are meeting student needs? (cont'd)

RESOLUTION

Review Checklist:

The preceding twelve steps reflect the most desirable level of curriculum integration in a school. However, schools may not have achieved all of these goals. The following points are provided as absolutely essential for ensuring that curriculum does meet student needs:

Teachers must be able to clearly articulate their learning objectives for students. Teachers, parents and students should understand these expectations and their rationale.

Students' progress in accomplishing these expectations should be assessed periodically. Knowledge of this progress is provided to both the student and parent. Mastery information (what has and hasn't been learned) is more important than normative information (how a child's performance compares to other children).

When students progress does not achieve expectation, whether as an entire class on a single skill or as an individual student across a number of skills, then instructional modifications are in order. Either the content or method need refinement Student failure is a teacher problem which must be dealt with promptly.

A teacher should, at any given point in time, be able to provide the administrator with reasonable, clear and complete descriptions of the three points above. This will require the building administrator to have an intimate knowledge of the school's curriculum.

ISSUE	RESOLUTION
15. What are the various ways in which I can involve parents in schooling?	There are a variety of ways parents can be involved in school because there are a variety of reasons for parent involvement. An effective program of parent involvement helps schools realize that parents can help their children if they are given adequate instructions and directions on how to do it. Parents learn what is going on in the school and develop a greater interest and appreciation for what schools are attempting to do. One important result is improved public relations which is a valuable contribution (See Part Five - Teacher's Monograph). Understand the reasons for parent involvement before you initiate new parent participation activities. Parents are involved in school for four basic reasons. First, parents can participate in school governance. While Title IV and Johnson-O'Malley committees may seem to be the appropriate mechanism for this purpose, participation by Indian advisory boards in school board meetings is the real solution. Indian parents are patrons, too! They should be encouraged to attend the school board meetings. Districts should encourage Indians to run for school board positions and to become involved on the political level. The second reason for involvement is in school planning and program input. This is where Indian education and other committees are most useful. Schools gain valuable assistance from parents in problem solving, decision making and in developing lines of communication between home and school. The third reason is to invite parents to act as a resource in the school or classroom. This may include volunteer work, assistance as a cultural resource person, and/or as a paid aide. The fourth and the most important reason is for parents to fully participate in the education of their child. This requires a much more intimate relationship between teachers and parents. Specific ways to involve parents include: o Establish student, faculty and parent councils as necessary to assure communications among various school and community groups, and provide a systematic avenue for the discussion of school programs, practices and procedures by all interested people in these groups. But avoid creating new groups which may duplicate existing groups.

ISSUE	RESOLUTION
15. What are the various ways in which I can involve parents in schooling? (cont'd.)	o Keep parents, students and faculty informed of the factors which affect decisions, thereby to gain increased understanding and support in all areas of the school program. Parents don't like surprises! o Use information flyers and newsletters. Don't forget grandparents! o Schedule regular meetings of parents such as Parent-Teacher Association meetings, School Advisory Committee meetings, or general parent-community meetings. Provide interpreters, if necessary. Offer a meal or snack when possible. o Schedule parent-child-teacher conferences at least twice a year. Consider the use of home-visits as part of the conferencing process. o Provide preschool or Head Start programs and emphasize cognitive development as opposed to a play-oriented program. Such a program would have a strong component of parent participation in the classroom. o Actively seek to involve parents in classrooms to assist individual students. In some locales parent volunteers may be recruited; in other situations, pay may be more appropriate to local custom. o Make extensive use of parents as resource persons in the classroom. o Train parents to reinforce school learnings of youngsters at home. Include general parent-child learning activity suggestions in school and tribal newsletters. o Offer parent education classes to assist parents in understanding the growth and development of their youngsters as well as the psychological aspects of growing up and relationships. o Solicit parents and tribal councils for input for procedures such as the student handbook, disciplinary procedures on attendance, tardiness, suspension and expulsion.

ISSUE	RESOLUTION
15. What are the various ways in which I can involve parents in schooling? (cont.)	o Make the school a community school or community center. But you may want to meet thoughout the community, including the Tribal center. In a parallel manner, be sensitive to cultural ceremonies and ritual in the community. As a school administrator you may be expected to attend these activities to demonstrate your respect for the community. Visibility is an essential ingredient for public relations. In Webster City, Iowa, the school board stated that parents have the ultimate and legal responsibility for their children's behavior. Responsibilities can be carried out through the following parental actions, the board policies declare: 1. Insist on your child's prompt and regular attendance in school. 2. Encourage and help your child to give proper attention to health, personal cleanliness and neatness of dress. 3. Provide a place for study and homework. Discourage interruptions and distractons from friends, phone and TV. Be available for help. 4. Encourage your child to take part in student government and extraclass activities. 5. Insist that your child bring home promptly any communications from school. Read them and, if necessary, discuss them with your child. 6. Speak well of teachers, principal, school and the education they're trying to provide. Refrain from criticizing school rules when your child is listening. If you think changes are needed, take your suggestions to school authorities: teachers, administrators, board of education -- in that order. 7. Attend the informal and voluntary conferences set up by teacher or principal dealing with your child's progress and with activities which will affect the students.

15. What are the various ways in which I can involve parents in schooling? (cont.)

8. Take part in parent teacher organizations, respond to calls for volunteers, visit the school, attend an occasional meeting of the board of education, make your presence and your influence felt in school affairs.

9. Should your child become involved in an infraction of the rules, help him to face the problem and to resolve it in an *orderly manner.*

10. When inclined to criticize the school for "a breakdown in discipline," first check the nine points above. How many of them have you observed?

It is important to develop a School Plan for parents. The School Plan should be simple and easily understood, identifying clearly what parents can do at home or at school tp promote student achievement. It should be brief and concise (See Part Five - Teachers' Monograph).

Review Checklist:

Consider the four reasons for parent involvement and determine the school's strengths and weaknesses in these areas.

Initiate parent involvement activities in the areas needing improvement. Be prepared to meet parents more than "halfway."

Develop a School Plan

ISSUE	RESOLUTION
16. How can I gather and use community perceptions of the school?	The sharing of ideas to guide the school districts' operation is critical. Communication between the district and the community must be reciprocal, sincere and positive. Too often communication is one-way; administrators may "talk at" the community and do not do a very good job of listening. Ensure that the lines of communication are open both ways. Attend parent and community meetings to assess opinions. Seek out the advice of elders for their guidance. Conduct informal meetings to share plans and ideas. Spend time just "hanging out" in the Indian community. Attend sporting events and other activities which Indian parents attend. Encourage parent contributions to school newsletters and provide school news to the community tribal newsletter. Hold community meetings, pow wows or other special events periodically on Saturdays for parents, teachers, students and other community members to meet on "neutral ground." A tribal education committee was encouraged by the school superintendent to come and meet with the school board. The Indian committee chairman asked if they were attending the school board meeting or if the school board was going to attend the tribal education committee meeting. The superintendent indicated that the former was true. The committee chairman replied, "How come we always have to bring the salmon?" (In other words, how come the Indians always have to come to your meetings?) A resolution was passed to invite the school board to the next meeting of the tribal education committee. Be aware of local protocol. Sincerity reflects another form of openness. Don't seek guidance unless you are willing to act upon the suggestions provided. A sincere interest in community opinion will require an administrator to moderate his/her pace. Be patient and don't assume that no reaction to your comments reflects a tacit approval of your remarks. Silence at meetings may mean approval or disapproval. Learn to "read" the nonverbal cues of community members. Be aware that social protocols may exist which dictate who may speak his piece in a given order. Educators tend to speak in ways which may be viewed as elitist. Remember, it is not just what one knows, but rather whether one shows respect and is respected in turn by the community. Respect requires integrity. Indian people expect promises to be kept. Follow-through on commitments is very important.

ISSUE	RESOLUTION
16. How can I gather and use community perceptions of the school? (cont.)	In seeking community perceptions, be positive. If as much time is spent looking at what's working well as in assessing what's not working, views of the school system would be substantially brighter. In Indian communities, parents are "needs assessed" an inordinate amount for all kinds of programs. Chapter I, Title IV, Johnson-O'Malley and other supplemental programs require parents to continually focus their attention on what's wrong with them, their children and the school. Eventually, the negative focus becomes self-defeating. The more focus on problems, the more convincing the argument that problems are so severe and pervasive that they cannot possibly be solved. In gathering community perceptions, phrase questions in a positive light. An example phrasing is shown below for increasing student achievement: Negative vein: "One-half of the students in our district are reading below grade level, what should we do to remediate this problem?" Positive vein: One-half of the students in our district are reading at or above grade level, what can we do to further promote students' success in this area?" These two phrases are identical in content, but the tone and expectation of each are miles apart. An appropriate balance between positive and negative, strengths and weaknesses is needed to gain a clear persepective of school and community goals. Community input should be sought frequently. In fact, it should be sought continually through an open-door policy.

ISSUE	RESOLUTION
16. How can I gather and use community perceptions of the school? (cont.)	Community perceptions do represent values, beliefs and opinions which may be only indirectly related to fact. Consider the suggestions provided to you wisely. The basis for community reaction may or may not be relevant to the issue at hand. Issues of tribal politics, family disputes and the seeking of vengeance may be influencing the opinions being shared with you. Accept such comments thoughtfully and politely, but stay out of community disputes. Community input should be used, both formally and informally, in making both day-to-day and long-range decisions. Review Checklist: Lines of communication between school and community should be reciprocal and genuine. Provide an appropiate balance of positive and negative perspectives. Adjust style and manner of speech in community settings. Maintain open lines of communication and act upon such information thoughtfully.

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ISSUE	RESOLUTION
17. How can I inform people of how well the school is doing?	Public information is one-half data and one-half public relations. It is essential to accentuate the positive, as well as deal with shortcomings. Be sure to inform people of how well the school is performing and how well students are doing. Student achievement should be the focus of school performance. A variety of formal and informal methods should be used to inform the community. In terms of general program information and school news, use the existing communication network. Attend parent committee meetings, tribal education meetings and publish releases in the tribal newsletter. Rely upon the mass media which reaches members of the tribal community. Encourage teachers and other school staff to present their programs and describe their services at tribal education, Chapter 1, Title IV and Johnson-O'Malley committee meetings. Conduct school meetings at times which do not conflict with other community activities, or hold them jointly with the meetings noted above. When communicating specific classroom and student information, encourage teacher-parent communication at school, in the home and in the community. School is <u>almost</u> as much of an intimidating place for parents as parent's homes are for teachers. The use of a community liaison or other community representative may help in establishing rapport between the parent and teacher. Nonjudgemental, positive regard is required when working with parents. Indian parents <u>are</u> concerned about their child's education. If there is a problem, cooperatively negotiate a plan of action for which parents and the school share responsibility. Parents <u>do</u> want to know what's going on, particularly when it affects their children. Information must be provided in plain English. Avoid conferences with parents which focus only upon the shortcomings of the child. Again, there should be a balance between strengths and areas of improvement. Be honest and open. If problems do exist, deal with them directly.

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17. How can I inform people of how well the school is doing?	When meeting with parents on an informal basis, keep the meeting relaxed. Show them that you care and respect the child and the family and view them as individuals. Finally, reinforce desirable behavior. Recognition should be given to parents, students and teachers who become involved and communicate effectively. A brief note to a parent thanking them for their help is a small investment. Furthermore, when conducting meetings, conferences or open-house, provide activities and information of real interest to parents. Budgets and needs assessment surveys aren't very exciting to listen to, whereas student presentations and teacher demonstrations of materials are. Review Checklist: Make a point to keep people informed about the school and its programs. Utilize the local communication network. Encourage teacher-parent interaction on a one-to-one basis. Be positive!